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ABSTRACT

The major objective of the South Dakota Career Education Project was to provide a program of in-service education and curriculum enrichment for the staffs and students of ten demonstration school systems. An external evaluation of the project was conducted based primarily on personal interviews and the perusal of materials developed as a part of the project. The project, as portrayed through the interviews, revealed a great deal of activity without much direction. There were numerous discrepancies with the project proposal which may be attributed to its beginning in mid-year of a one-year proposal. Most emphasis was given to the preparation of units, while relatively little emphasis was given to the preparation of career education programs or the establishment of career education priorities in the schools. Guidelines were formulated for the development of units, but no procedures were devised for assessing the units. In general, the assignment, coordination, and supervision of project staff and evaluation procedures seemed less than adequate. Two major recommendations were made: project management must be strengthened and project direction must be clarified. Two significant assets were indicated: a valuable collection of career education materials were purchased/obtained, and a very cordial working relationship existed among most of the participant schools and colleges. (A companion document presents the project performance report and an annotated bibliography of curriculum materials.) (BM)

ED160784

Evaluation of the South

Dakota Career Education Project

Arlen R. Gullickson

James H. Wick

June 25, 1976

CE 017 645

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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SOUTH DAKOTA CAREER EDUCATION
PROJECT EVALUATION

June 15, 1976

INTRODUCTION

This evaluation is a result of a request by the South Dakota Career Education Project (SDCEP) to the University of South Dakota Educational Research and Service Center to carry out an external evaluation of the SDCEP. The evaluation was first discussed with Dr. Huser and Mr. Renner on April 26. A formal evaluation proposal was provided to Dr. Huser and staff on April 30. That same day the evaluation proposal was verbally approved by Dr. Huser. The week of May 3 was used in preparing interview formats and scheduling site visitations with participating schools. On May 10, the collection of data began. In general the collection of data followed the general procedures as outlined in the proposal.

A total of five University of South Dakota persons participated in the evaluation. Dr. Gullickson and Dr. Horn prepared the evaluation proposal and presented it to the SDCEP staff for approval. Dr. Barbara Froke and Mr. James Wick conducted almost all of the public school interviews. Those two persons were responsible for completing the individual school evaluation reports which are provided under separate cover. Mr. James Wick was responsible for the compilation and analysis of data. Dr. Robert Wood reviewed curricular materials purchased or prepared by the project and has prepared a report which is appended and a part of this main report. Table I provides a summary of the major data gathering activities undertaken by evaluation personnel.

All data collected in the evaluation was obtained either by personal interviews or through perusal of materials developed as a part of the project. Each of the participating school districts was visited by one or more of the evaluation team

TABLE 1

INTERVIEW SCHEDULE

School	Evaluation Date	Elementary Teachers	Secondary Teachers	Administrators	Counselors	Total	Evaluators
Freeman	5-13-76	1	6	3	1	11	Froke Wick
Parkston	5-14-76	7	2	2	1	12	Froke Wick
Lake Andes	5-11-76	5	4	3	1	13	Froke Wick
Tyndall	5-25-76	1	5	0	1	7	Froke Wick
DeSmet	5-18-76	3	6	2	0	11	Froke
Area I		17	23	10	4	54	
Beresford	5-10-76	9	1	2	1	13	Gullickson Froke Wick
School For Deaf	5-17-76	7	2	2	0	11	Froke Wick
Area II		16	3	4	1	24	
Belle Fourche	5-18-76	4	4	1	2	11	Wick
Hot Springs	5-19-76	3	5	1	1	10	Wick
Mission	5-20-76	3	4	2	1	10	Froke
Area III		10	13	4	4	31	
TOTALS		43	39	18	9	109	

TABLE 1 (Cont.)

INTERVIEW SCHEDULE

School	Evaluation Date	Professor of ELED	Administrators	Counselors	Total	Evaluators
USD	5/10-14/76	1	1	2	4	Gullickson
Augustana	5/28/76		3*		3	Gullickson
SDCEP Project Staff	5/26/76	All staff except Secretaries			5**	Gullickson

*Included Dr. Killian now a member of the Augustana College.

**Dr. Huser was not interviewed. She resigned and left prior to the interview date without telling the evaluation staff.

(see Table 1). In the course of each one day on-site visit the school administrators and teachers who had had some involvement with the SDCEP were interviewed as were several persons who had chosen not to participate in the project activities. (See Appendices A and C for the interview checklists used and a summary of school data.) A total of 109 school persons were interviewed. Always entrance to a school was gained by contacting an administrator, identified by the SDCEP staff, and soliciting that person's assistance in the school visitation. Typically the contact administrator was the first person interviewed when the evaluators arrived at a school. Each personal interview lasted from 10 to 20 minutes. In addition to the school site visitations, college staff from the University of South Dakota and Augustana ollege were interviewed, and project staff were interviewed. No Black Hills State College staff were interviewed (during the time in which the interviews took place Black Hills State College staff were on interim break and were not available for interviews).

PROJECT DESCRIPTION

ANTECEDENTS

The project proposal was developed as a result of initiative taken by the South Dakota State Department of Education and Cultural Affairs in cooperation with other persons and agencies in the state. It represented the culmination of several years of interest and discussion among persons in the South Dakota university system and in the South Dakota State Department of Education and Cultural Affairs. Under contract from the state, a member of the Career Education project at Watertown developed the SDCEP proposal. The proposal received the approval of the State Department of Education and Cultural Affairs. Subsequently the proposal was forwarded to USOE where it was approved and funded to begin July 1, 1975.

Upon receipt of the grant the State Appropriations Committee withheld release of the monies for approximately five months. In addition Dr. Tom Killian,

State Secretary for the Department of Education and Cultural Affairs and designated Director of the Project, had resigned prior to the State receipt of the grant. Direction of the project was left to the new Secretary, Dr. Ronald Reed. Consequently the project commenced five months late with a staff, no member of which had been involved in the initiation of the project proposal.

TRANSACTIONS

The staff as it existed at the initiation of the evaluation was not completed until late January, 1976. The project staff included Dr. Willa Huser, Assistant Project Director; Dr. Derwyn McElroy, College Coordinator; Mr. Richard Cameron, College Coordinator; Mr. Duane Anderson, Guidance/Curriculum; Mr. Dalton Williams, Guidance/Curriculum; Mr. Tommie Renner, Evaluator and Mrs. Donna Vickmark and Mrs. Mary Larson, both secretaries. The primary project activities through December and into January consisted of hiring staff, making initial contact with the designated participant schools and preparation of a proposal for second year funding.

Although the proposal had designated ten schools as participants in the project, evaluation evidence suggests that those schools had made no commitment to participate prior to the initiation of the project. As a result, Dr. Huser and members of her staff began in January corresponding and meeting with school administrators asking for school participation and permission to work with school faculty.

All ten schools did agree to participate but it was not until late February that staff orientations had been accomplished. Those orientations varied from meetings with all faculty of the school (Belle Fourche) to those where only persons designated by the school administrations as participants attended (Beresford). At the orientation meetings project staff described the intent of the project, what participation in the project involved, and asked individuals to volunteer to

participate. Following the orientations the project staff revisited the schools and solicited faculty participation. In each school some individuals did agree to participate. Resulting school participation is summarized in Table 2.

Each member of the project staff (except the assistant director) was assigned responsibility for in-service in designated schools. Figure 1 depicts the participating school sites and groups the participating schools by project staff assigned to the schools. Area I includes five schools and three staff persons. Mr. Renner, Mr. Anderson and Mr. Williams work directly with those schools. Area II includes two schools and two colleges. One person, Dr. McElroy, has responsibility for in-service activities with those institutions. In Area III, the western region, Mr. Cameron conducted in-service activities with three schools and one college.

Although in-service procedures varied from school to school, school in-service (not including colleges) did have common ingredients. In-service typically took the form of one-to-one consultation with a SDCEP person working with individual teachers during the teacher's preparation period or after school. In Area I each school was visited every week, typically by two persons from the project. In-service activities were carried out with any person who requested assistance and assistance was given regardless whether the topic dealt directly with Career Education. In Areas II and III school visitations were made less frequently, approximately every other week, and in-service activities were restricted to designated participants, i.e., persons who had volunteered or persons designated by the school administrators as participants.

In all three areas persons who had agreed to become participants were asked to complete fifteen hours of Career Education work. Eight of fifteen hours were to be spent with SDCEP staff; the remaining were to be used in pursuing

TABLE 2

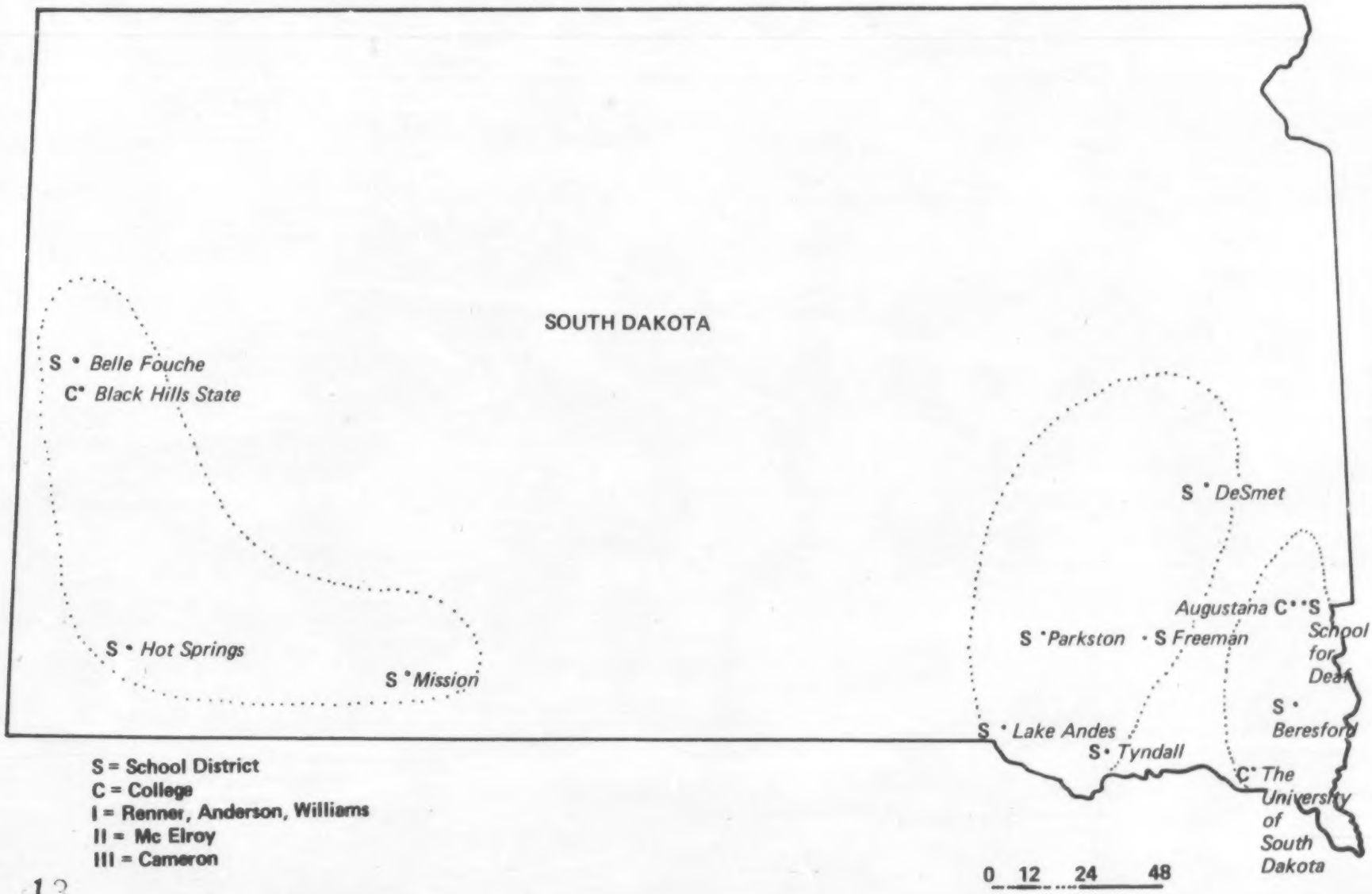
Project Participation By School

School	No. SDCEP Staff working with School	Administrators	Counselors	Elementary Teachers	Secondary Teachers	Total No. Participants	Est. Units Produced
Freeman	3	2	1	1	2	6	1
Parkston	3	2	1	5	1	9	*2
Lake Andes	3	0	1	4	4	9	2
Tyndall	3	0	1	1	4	6	**6
DeSmet	3	1	0	3	4	8	1
Area I		5	4	14	15	38	12
Beresford	1	1	0	8	0	9	0
School for Deaf	1	2	0	3	1	6	2
Area II		3	0	11	1	15	2
Belle Fourche	1	0	1	3	3	7	3
Hot Springs	1	0	0	3	2	5	3
Mission	1	1	1	0	3	5	1
Area III		1	2	6	8	17	7
TOTALS		9	6	31	24	70	21

* The third and fourth grade teacher produced one unit cooperatively

** On the day of evaluation all six participants in the two day workshop were working on units.

FIGURE 1 Map of the State Project Sites Identified and Clustered by Project Staff



career education materials, developing a career education unit and piloting a career education unit in a class. Those who did complete the requirements were promised $50 for their efforts. All who participated regardless of meeting the requirement were offered use of Career Education material developed or puchased through the project.

The type of participants varied from school district to school district (see Table 2). In Beresford, for example, only elementary teachers in grades 1-4 participated. In Lake Andes teachers representing both elementary and secondary levels participated in the project. In several of the school districts the counselor facilitated the project and actively participated. In no district did a principal actively participate in in-service sessions. Several did facilitate the project by serving as contact persons in the local school.

Interaction of project staff with the designated colleges remained at a more preliminary level. At both Augustana and USD initial meetings were held with administrators and department chairman. By the close of the spring semester planning for Career Education was occurring with individual faculty memebers on the two campuses. Because evaluation interviews were not conducted with Black Hills State College staff less information is available there. However, Mr. Cameron indicated that he had worked with college staff and had presented Career Education information to pre-service teachers in several methods courses.

CONGRUENCE OF PROJECT ACTIVITIES WITH PROJECT PROPOSAL

In-service activities comprised the major undertaking of the project staff. The major focus of those activities was the development of Career Education units by teachers. As carried out those activities differ significantly from the proposed plan. The in-service as proposed was to include teachers, counselors and administrators. The primary goal was to develop demonstration units and establish a model set of practices (program) in the school. As specified in the

proposal, the in-service teachers were to prepare units (programs) for course use; counselors and administrators were to concern themselves with the preparation of program(s) for implementing Career Education in the school. The in-service itself was to include fifteen hours of activity, six with SDCEP staff and nine hours with college staff (p. 14 of the proposal and remarks by Dr. Killian). As carried out fifteen hours of in-service were "required". The fifteen hours included eight hours of activities with SDCEP staff and seven hours of individual study which included examination of materials, the development of a career education unit and in most cases a classroom tryout of the unit. No college staff were involved in the in-service activities. Assistance and materials were offered to all who desired the help.

No administrator participated in the project except to facilitate initial contact with teachers, nor is there any evidence to suggest that such participation was expected of the administrators. Several counselors cooperated in coordinating the program, but there is no evidence that as a result of the program, counselors have prepared a guidance and counseling program in Career Education tailored to the needs of the school. Nor does the evidence suggest that an integrated school-wide program is being developed in any school as a result of the program. Rather, what appears to be occurring is that a collection of individuals in each school participate to the extent they (individually) want to become involved. The personal desire to include career education in the classroom together with the inducement of $50 for participation has led to the development of 60 units by teachers. Project staff hope that the goodwill created by the project during its first semester of interaction with the various school staffs will lead further efforts and eventually to Career Eeducation pervading the schools.

Although the project proposal called for the use of college staff in the in-service training of school faculty, no college staff has been involved in

in-service with the schools, not does it appear that any attempt was made to obtain such assistance. College involvment to date has dealt with colleges as separate entities. Their involvement has been divorced from the participant school district and from each other.

The project proposal called for evaluation of two types, internal evaluation conducted by the project staff and external evaluation conducted by an outside agency. To date only a very limited attempt has been made at internal evaluation. One survey attempt has been made with the school districts but return rates were low and results of that survey were not available at the time of the external evaluation. One evaluation report has been written. It spoke to perceived difficulties and deficiencies within the project. The formulation of a comprehensive internal evaluation program remains to be developed. For example, no procedures have been instituted for testing (evaluating) Career Education units developed by participant teachers.

The project proposal stated that the project would act to coordinate all Career Education activities in the state. Although SDCEP staff have contacted those projects, and in some cases have used their materials, no such coordination of activities has yet occurred.

The proposal called for the formulation of a state-wide advisory board for the career education project and the formulation of college task forces at each participating college. The state-wide advisory committee has been formulated and has met once. However, as was indicated by Dr. Ross, an advisory committee member, and by members of the SDCEP staff, the role of the advisory committee is not at all clear and except for the initial meeting no committee input has been sought. To date no college task forces have been formed.

The project proposal also called for the pilot testing of career education units and materials in classrooms both in the schools and in the colleges. However, the lateness with which the project was able to begin its work made virtually

impossible an overall testing of materials and units in classrooms during the spring semester, 1976. Several units were tried out in the classrooms but no data was gathered regarding those pilots.

JUDGEMENT

Most persons interviewed believe there is a need for Career Education in the schools and that presently use of Career Education is not sufficient to meet that need. Interview results showed that school staff are optimistic about the future use of career education and are satisfied with the quality of the project materials they have used to date. They expressed their satisfaction with the total program; in particular they expressed their satisfaction with project staff. Area I participants expressed greatest satisfaction with project activities and project personnel. However, the ratio of staff persons per school and the resulting site visits were also much more favorable there.

The late start, and now the uncertainty regarding second year funding have hurt the project. Both are outside the control of project staff, but both have had a tremendous influence on staff activities.

Much of the project's discrepancies with the proposal may be attributed to its beginning at mid-year of a one year proposal, and to the staff's unfamiliarity with the intents from which the proposal was developed. Any project which begins under those circumstances must expect to substantially alter a full year design. That combined with preliminary indications from USOE that the project might not be refunded and the resignation of Dr. Huser (she left the project prior to May 26) resulted in a very short period of time within which the project was to succeed in gaining its objectives.

The project as portrayed through the interviews provides a picture of a great deal of activity without much direction. The project staff seems to have a Career Education unit orientation rather than an orientation toward the preparation

of programs. Most emphasis was given the preparation of units while relatively little emphasis has been given to the preparation of Career Education programs or the establishment of Career Education priorities in the schools. Guidelines were formulated for the development of units, but no procedures were devised for assessing the units. A state advisory committee was formed but had no input beyond a one-time orientation session. Mr. Renner was hired as a roject evaluator but as assigned by Dr. Huser he served primarily in proposal development and in-service functions instead. Area 1 had three staff persons who served five schools while Areas 2 and 3 had one person each to serve the respective 4 locations (schools and colleges). Participating colleges and the project staff work independently in some of the school districts (e.g., Freeman, School for the Deaf, and Beresford) and to date no plans have been advanced for cooperative efforts in those situations. The external evaluation, which was to begin at the outset of the project did not commence until five months after the project began. In general the assignment, coordination and supervision of project staff seems less than adequate. Each of the staff members excluding the secretaries seemed to conduct in-service in his own style. No in-service guidelines existed. Mr. Cameron operated in isolation in Western South Dakota without supervision or materials for much of the project period being evaluated.

Project staff and participating schools rate Dr. Huser highly in enthusiasm and commitment toward Career Education. Yet the project staff and this evaluator believe management problems were not handled well. All staff interviewed believe that project management will be better under the direction of Dr. McElroy.

RECOMMENDATIONS

Project management must be strengthened, and project direction must be clarified. The project appears to have two very significant assets: (1) A valuable collection of Career Education materials purchased/obtained during Spring of

1976; (2) A very cordial working relationship with most of the participant schools and colleges. Much benefit might be obtained by facilitating the use/integration of the materials into classrooms in the participating teacher's schools. Such use should be carefully planned and carried out so that the effectiveness of the materials in various class settings can be assessed, and so that career education effectively pervades the schools.

Much needs to be done to assess the quality of those Career Education materials. The participant schools can act as testers and as controls for establishing which of the materials are best suited for use in South Dakota schools, which techniques work best with the various materials, and which materials lend themselves to particular Career Education programs.

The Program option, i.e., various plans and procedures for providing Career Education on a school wide basis, must become more than a possible outcome of the project. Plans and procedures should be prepared and "piloted" in the participant school. Programs, like materials, should not be disseminated without controlled evaluation. Obviously the implementation of programs in the schools is a much more difficult task to undertake than the implementation of curriculum by individual teachers. However, the positive working relationship that exists in most schools will facilitate the effort, especially when, as past actions of staff indicate, the programs are constructed cooperatively with the schools.

Finally, evaluation within the project, ranging from assessment of materials and programs to utilization of staff, must occur if the project is to move with direction toward the establishment of priorities for in-service education and result in Career Education becoming a vital and intrinsic part of the total education program in South Dakota.

Appendix A

Data Summary

DATA SUMMARY

I. DEMOGRAPHIC INFORMATION

School Level

Elementary	Middle	Junior High	Senior High	K-12
48	8	10	9	4

Staff Classification

Teacher	Counselor	Principal	Supt.
81	9	16	3

Grade(s) Involved With

K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
3	6	8	7	6	5	4	0	3	1	0

11th	12th	1-6	7-8	9-12	K-8	K-12	7-12	5-8
0	1	8	10	24	2	9	8	3

Number Students Contacted Per Day (Counselors)

1-5	6-10	11-15	15+
1	1	1	5

Class Size

0-15	16-20	21-25	25+
12	23	33	12

Sex

Male	Female
49	60

Participant

Yes	No
70	39

II. Response frequency for questions on interview checklist. Response options are listed under each question and a frequency count is directly below each option. Unless otherwise noted, the general rating categories were used:

0 = none
1 = slight
2 = average or adequate
3 = above average or very good
4 = excellent

Need for Career Education

0	1	2	3	4
2	8	10	32	56

Extent of Use of Career Education

0	1	2	3	4
4	19	39	30	11

Previous Preparation in Career Education

Yes	No
45	42

External Support Before SDCEP

0	1	2	3	4
9	28	34	19	1

External Support Since SDCEP

0	1	2	3	4
5	18	25	42	3

Time for Career Education Before SDCEP

0	1	2	3	4
5	36	41	9	2

Time for Career Education Since SDCEP

0	1	2	3	4
3	15	34	38	5

Approach Favored Before SDCEP

Integrated	Segregated	Neither
56	21	1

Approach Favored Since SDCEP

Integrated	Segregated	Both
54	16	11

Number of Grades Involved in Career Education Before SDCEP

None	Some	Half	Most	All
0	5	9	2	0

Number of Grades Involved in Career Education Since SDCEP

None	Some	Half	Most	All
0	3	7	5	4

Who Made Decision for School to Participate

Administration	Counselor	No Choice	Teachers	Unknown
56	11	2	11	9

Who Decided Individuals Would Participate

Person	Administration	Counselor
81	7	1

Who Participated

No one	Individual	Whole School	Selected Individual
2	1	4	84

Did The SDCEP Plan Seem Clear

0	1	2	3	4
7	16	10	36	18

Did the SDCEP Plan Seem Practical

0	1	2	3	4
1	11	12	29	32

Did the SDCEP Plan Seem Economical

0	1	2	3	4
2	8	13	41	19

Did the SDCEP Plan Seem Flexible

0	1	2	3	4
2	6	16	26	35

Did the SDCEP Plan Seem Usable

0	1	2	3	4
1	4	16	32	29

Attended Orientation

Yes	No
70	13

Attended In-service Meetings

None	1 or 2	Half	Most	All
10	13	9	14	37

Receive College Credit

Yes	No
0	82

Receive Other Benefits

Yes	No
43	38

Developed Career Education Material (Counselors)

Yes	No
5	2

Used Career Education Material

Yes	No
57	26

Intend To Use Career Education Material In Future

Yes	No
71	12

Special Function Since SDCEP

Yes	No
6	74

Aided Teachers With Units (Counselors)

Yes	No
6	1

Interaction With SDCEP Staff

0	1	2	3	4
11	14	13	20	28

Interaction With Other College Staff

Yes	No
5	79

Counseled Students on Careers (Counselors)

Yes	No
7	0

Have Seen Career Education Material

Yes	No
75	4

Was Material in Final Form

Yes	No
63	15

Quality of Material

0	1	2	3	4
0	2	12	36	20

Is Material Usable

0	1	2	3	4
2	3	16	39	15

Degree Materials Dovetail With Existing Methods

0	1	2	3	4
1	4	15	34	21

Selection Method

Took What Available	Looked at 1st	Requested	Used Own
7	22	25	7

How Long Materials Used

NOT	1 sem.	1 year	2 years	Over 2 years
4	28	9	9	13

Can You Compare SDCEP Materials To Others

Yes	No
26	39

Extent of Comparison

0	1	2	3	4
39	4	8	13	1

Extent of Future Use

0	1	2	3	4
3	10	10	33	30

Extent Intend To Disseminate Materials

0	1	2	3	4
4	6	15	34	24

Seen A Change in the Students

0	1	2	3	4
49	6	9	12	1

Future School Support

0	1	2	3	4
4	5	22	21	31

Is SDCEP Serving The Students

0	1	2	3	4
9	11	21	24	15

Is SDCEP Serving Staff

0	1	2	3	4
5	10	15	33	21

Satisfaction With Total Program

0	1	2	3	4
6	9	18	29	22

Extent Would Recommend to Others

0	1	2	3	4
5	7	7	33	32

Appendix B

Curriculum Evaluation

EVALUATION REPORT OF CAREER EDUCATION MATERIALS

Robert Wood

One of the major objectives of the Career Education Project is to build a library of Career Education materials for use by participating school districts in South Dakota. It is the purpose of this section to evaluate the Career Education materials presently catalogued and in field use. The evaluator of the curriculum materials visited Madison, South Dakota on May 25 and 26, 1976, to study, review and evaluate the Career Education materials.

Description of Materials

After analyzing the curriculum materials thus far amassed by the project, the evaluator believes that the materials should assist the students of South Dakota to:

1. Increase their self-awareness.
2. Increase their awareness of work values and their desire to engage in paid and/or unpaid work.
3. Increase their awareness of and knowledge about work.
4. Increase their competency in career decision-making skills.
5. Demonstrate work-seeking and work-getting skills.

The following types of materials are available.

A. Printed Materials

Instructional Units
Teacher's Guides
Curriculum Guides
Instructional Modules for Students
Student Workbooks or Manuals
Laboratory/Practice Manuals
Textbooks
Simulation Situations
Evaluation Instruments
Administrative Materials
Bibliographies
Supplementary Reference Materials

B. Audio-Visual Materials

Audio Tapes
Transparencies
Flat Pictures
Posters
Charts and Graphs
16 mm Films
Filmstrips
Cassettes
Slides

C. Manipulative Materials

Laboratory Kits
Puppets/Dolls/Figures
Activity Kits
Tools and Related Items
Games

The materials were equally distributed among Early Elementary (K-3), Upper Elementary (4-6), Middle School (7-9), and Senior High School (10-12). There is a lack of materials on the Post Secondary level (13-14). However, this is not perceived as a shortcoming as the project objectives are centered around grades K-12. About 75 percent of the materials are for student use with 25 percent of the materials being geared for instructional personnel or support service personnel. A majority of the materials are directly aimed at those who would be classified as general students with few if any materials identified for the gifted and talented, mentally retarded, physically handicapped, emotionally disturbed, culturally deprived or Native Americans.

The United States Office of Education has identified fifteen Career Clusters. The following thirteen Career Clusters are treated in the available materials:

AgriBusiness and Natural Resources, Business and Office, Communications and Media, Consumer and Homemaking, Fine Arts and Humanities, Construction, Health, Hospitality and Recreation, Manufacturing, Marketing and

Distribution, Personal Services, Public Services, and Transportation.

The Career Clusters dealing with Environmental Control and Marine Science do not seem to be adequately treated in currently available Career Education materials.

Another important factor to consider in Career Education materials should be the subject-matter area or co-curricular activity towards which materials are directed. The following subject-matter area or co-curricular activities are covered by the materials:

Agriculture, Art, Business, Distributive Education, English Language Arts, Health Occupations Education, Health and Safety in Daily Living, Physical Education and Recreation, Home Economics, Industrial Arts, Mathematics, Music, Natural Sciences, Office Occupations, Social Sciences/ Social Studies, Trade and Industrial Occupations, General Elementary and General Secondary Education.

Other content areas included in the Career Education materials are:

Career Guidance/Counseling, Career Information, Community Relations, Evaluation, Management, Placement, Staff Development, and Work Experience.

A multitude of instructional approaches were evidenced in the available materials which include:

Self-Instructional, Discussion, Programmed Instruction, Modeling, Simulation or Gaming, Individualized Projects, Role Playing, Field Observations, Self-Evaluation, Demonstrations, Drill and Practice, Individual or Group Counseling, Supervised Work Experience, Lab Practice, and Dramatic Activities.

The professional staff of the Career Education Project has classified the materials in the collection according to the following categories.

The number next to the classification refers to the number of entries or titles per classification.

Professional Books---28

Booklets, Monographs and Reports---49

Bibliographies, Catalogues and Directories---12

Curriculum Guides---57

Evaluation Instruments---3

Films, Filmstrips, Slides and Transparencies---7

Games and Simulations---2

Instructional Units---46

Multi-Media Instructional Programs---68

Pre-Service/In-Service Teacher Education---57

Textbooks-Workbooks---11

South Dakota Career Education Project Materials---2

How valuable are the materials? Would you use them? Would you recommend them to others? These questions deal with the QUALITY of the materials. Evaluating materials is, of course, a subjective task. An evaluator interprets terms, regardless of definition, on the basis of his/her own background and professional training as well as his/her own view of what is "best" for instruction in a particular locale or for a particular project.

The evaluator analyzed a large number of materials and interviewed staff members regarding the other materials not reviewed. From this procedure the following points of quality can be generalized:

1. The objectives seem to be clearly stated in a majority of the Career Education materials.
2. The material content is directed to attain the stated objectives.

3. The format of the materials facilitates its use.

4. Methods for presentation consistently reflect awareness and application of sound learning theories.

5. Methods for presentation consistently reflect awareness and application of sound student motivational techniques.

6. The materials provide many varied learning activities for students.

7. The elementary school materials have high interest value throughout.

8. The materials are adequate for use by an experienced educator as well as a person familiar with its content.

9. The materials are adequate for use without knowledge attained from prior experience or other resources.

10. Primary resources are identified to enable users to acquire them.

Quality can also be teacher verified. The staff members present for the evaluation visitation stated that the materials taken to the schools for actual field testing were positively received. The professional staff evaluated at least one-third of all the materials prior to purchase. Many of the materials that could not be purchased on approval were reviewed at the National Forum on Career Education in Washington, D.C. in February, 1976. After attending a session on pre-service/in-service instructional modules produced by the Center for Vocational Education at Ohio State University, the staff purchased a significant number of these modules. Professional decision-making entered into the purchasing procedures of Career Education materials.

The professional staff of the Career Education Project followed a well developed purchasing procedure to provide for high quality Career Education materials for the clients of South Dakota.

Career Education Units Developed by South Dakota Educators

As part of the Model for In-Service Training for participating schools,

selected elementary, middle school/junior high, and high school teachers were requested to write an instructional unit dealing with a specific aspect of Career Education. The instructional staff of the project presented the following brief outline to be utilized in the writing of the units.

1. Title of the unit
2. Grade level
3. Major subject area (and other curriculum areas incorporated in the unit)
4. Major instructional objectives (i.e., what were the anticipated outcomes of the unit in terms of student learning?)
   a. reading
   b. discussion
   c. media
   d. resource people
   e. demonstrations
   f. "hands-on" experiences
6. Instructional activities outside the classroom
   a. field trips
   b. resource people
   c. demonstrations
   d. "Hands-on" experiences
7. Evaluation (e.g., classroom discussions, role playing, student reports and other written work, examinations)

A review of the units prepared by participating teachers indicated that sixty percent were on the secondary level and 40 percent were on the elementary level. The instructional units appeared to be relevant to the local teaching conditions and curriculum. It was apparent that these units were integrating Career Education concepts into the traditional subjects such as English, mathematics, agriculture, physical science, etc. This follows the approach and philosophy advocated by the professional staff of the South Dakota Career Education Project.

All of the instructional units analyzed appeared to be "on target" regarding Career Education Clusters.

Strengths and Weaknesses

The following strengths of the Career Education materials and instructional units are as follows:

1. Thirteen of the fifteen Career Education Clusters were well covered by the materials and instructional units.

2. The instructional materials and units provide a solid curricular base for developing self-awareness and career-awareness among the participating students.

3. The instructional materials for the elementary component of the program (K-8) are particularly strong in providing the recommended Career Education Clusters.

4. The professional staff selected a large number of multi-media instructional materials to aid in the instructional process.

5. The instructional materials can be integrated into the existing curriculum without extensive in-service education.

6. A variety of instructional approaches are provided by the various Career Education materials.

7. All of the materials have been carefully analyzed and annotated prior to their distribution to the cooperating school districts and educators.

8. The professional staff of the Career Education Project has followed a systematic plan in building the library of Career Education curriculum materials. This is evidenced by the aforementioned strengths.

The following weaknesses are apparent in terms of the instructional materials and units.

1. There is a lack of Career Education materials or units designed for Native American students and handicapped students.

2. There is a lack of informative 16 mm films for showing to PTAs, service organizations, school boards or for use during in-service sessions which would provide an overview or an introductory philosophy regarding Career Education.

3. Additional materials need to be purchased or developed in specific curricular areas on the secondary level dealing with selected Career Education Clusters.

4. Teachers and administrators participating in this project need to be kept better informed regarding the materials that are available for use. This is presently being corrected by members of the professional staff who are compiling an annotated bibliography which is in the final stages of preparation.

5. There is some sex role stereotyping in the curriculum materials. However, the professional staff is aware of this and indicate that it is being clarified during the various in-service workshops.

6. There will need to be additional follow-through workshops and evaluation of the effectiveness of the instructional units in terms of bringing about a change in the behavior of students participating in this Career Education Project.

7. No thorough qualitative evaluation of the instructional materials has been conducted.

Recommendations

Based on the on-site visitation and evaluation of the materials and instructional units, the following recommendations are deemed essential.

1. Additional 16 mm films need to be previewed and purchased.

2. Additional materials and instructional units encompassing Native Americans and exceptional students need to be purchased and developed.

3. Additional materials and/or units dealing with Career Education in the specific curriculum areas are needed in grades 9-12.

4. The professional staff of the Project needs to keep the participating schools and educators better informed regarding available Career Education materials.

5. Additional materials and instructional units need to be purchased and/or developed dealing with the two Career Education Clusters not provided for with current materials and/or units.

6. The current materials and those purchased in the future should be thoroughly analyzed with some type of qualitative evaluation instrument.

7. Project staff should design and implement additional follow-through workshops and evaluation procedures dealing with the instructional materials and units.

8. The professional staff and the participating educators should work more closely in writing and implementing the instructional units.